ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 8/12/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED000478	7229	N.A.	

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED:
Summary of Questionnaire Completed by Fresnmen who Withdrew or Transferred from the College of Engineering During Semester I, 1958-59.

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. University of Wisconsin
ST.
CITY, STATE Madison, Wisconsin
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE: University of Wisconsin

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	59	21

MICROFILM COPY AVAILABLE YES [X] NO [ ]

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COPYRIGHT RELEASE FILED YES [ ] NO [ ]

TYPE OF REPORT
PROPOSAL [ ]
IN-PROGRESS [ ]
FINAL [X]
FOLLOW-UP [ ]

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Survey

16. INDEXING TERMS (8-12)

	retention	occupations	extracurricular	
surveys	ability	engineering education		
students	finances	demographic factors		
		opinions		

17. ABSTRACT (MAX. 250 WORDS)

Summary of characteristics of student transfers and withdrawals, such as ability, age, residence, marital status, best and least liked subjects, extracurricular participation, amount of studying, means of financing education, employment, reasons for original choice of engineering, and feelings about ability to remain in college at that time.

RIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

RIC Form 1

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
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Engineering Education Research
College of Engineering
University of Wisconsin
June 3, 1959.

SUMMARY OF QUESTIONNAIRE COMPLETED BY FRESHMEN WHO WITHDREW OR TRANSFERRED FROM THE COLLEGE OF ENGINEERING DURING SEMESTER I,1958-59

The freshmen who transferred or withdrew from the College of Engineering during Semester 1, 1958-1959, were asked to complete a questionnaire for the use of Engineering Education Research, and, where possible, to report to that office for a terminal interview. Due to the press of activities throughout the semester, more than half of the students were contacted by mail, and had no personal interview by E.E.R. staff. Questionnaires were completed by 65% of the students who received them. Two questionnaires were returned uncompleted by the mothers of boys who had joined the Navy.

A summary of the characteristics of the students who withdrew and transferred points up differences between the groups. See Table 1.

Generally, there would seem to be a difference of 20 or more in the average percentile scores on the entrance tests in favor of the Transfer group. The average differences are at a minimum on the scores on the CQT-Verbal, and at a maximum on the Coop Algebra and CQT-Numerical tests.

The median age of students who withdrew was 20 years, of the students who transferred, 18.1. The largest number of withdrawals came from Electrical Engineering, of transfers, from Mechanical. Almost half of the withdrawals lived in their parents' homes, while more than half of the transfers lived in a University dormitory.

Three of the students who withdrew were married, and had children, the remainder were single. All of the students who transferred were single. Since students in the Withdrawal group were generally older, only 1/3 of them had graduated the previous June. Eighty-eight percent of the Transfer group

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Table 1

		HSCR	Coop Algebra	Coop Trig.	Pre Engr.	CQT Verbal	CQT Info.	CQT Numerical	CQT Total
Withdrawals	Average %ile	62	27	29	36	39	35	37	34
18 students	Range	22-94	09-59	04-66	05-86	07-82	01-84	03-85	01-59
	No. reporting	13	10	5	13	13	13	13	13
Transfers	Average %ile	85	64	51	56	53	58	72	60
35 students	Range	30-99	11-99	11-97	08-99	04-100	05-97	29-100	08-99
	No. reporting	31	29	20	32	32	32	32	32

	Field EE	ChE	ME	CiE	MetE
Withdrawals	10	2	5	-	1
Transfers	8	7	12	7	1

had graduated in June, 1958. The students who withdrew had generally worked or had been in military service since their high school graduation, the transfer students who answered this part of the questionnaire generally had worked during summers only.

Students in both groups reported Science and Math as the subjects they had liked best in high school, with English the subject they liked least. The modal student in both groups reported having studied four years of high school English, one year of Chemistry and Physics, no Drawing, and two years of social studies. The modal student in the Withdrawal group had had three years of high school math, the modal transfer student had had four. This would seem to support the difference reported in entrance test scores for the two groups.

Students in both groups participated in extra-curricular activities in high school, chiefly in sports and student clubs. One-sixth of the Withdrawal group had scholarships, one-third of the Transfer group had scholarships. Sixty-two percent of the students in the Transfer group had received recognition for superior scholastic achievement in high school, as had twenty-two percent of the Withdrawals.

Generally, six weeks grades for Semester I were lower for the Withdrawal group than for the Transfers. Among the six weeks grades reported for Chem 2a, English 1a, Drawing 12, and Math 1, 51, and 52, no Withdrawal student received an Agrade, and 12 students received failing grades. This contrasts with 5 A's and 4 F's among the transfers. Generally, freshmen in both groups were dissatisfied with the grades they had received since the students felt that they could do better.

The median student in both groups studied between 20 to 24 hours weekly. The modal Withdrawal student felt this was not sufficient study time; the Transfer student felt that it was.

The modal student in the Withdrawal group was supporting himself completely,; the modal student in the Transfer group was working during summers only. Jobs at which both groups were currently employed were as technicians, or as unskilled laborers. Thirty-nine percent of the Withdrawal students stated that financial difficulties were influencing their decision to leave engineering. Only eleven percent of the transfers reported that this was so.

The modal student in the Withdrawal group was the first in his family to go to College, while the modal student in the Transfer group was not. Thirty-nine percent of the Withdrawal group had completed military service as contrasted to six percent of the Transfer group.

Generally, students in the Withdrawal group were leaving the University to work, primarily because of lack of money and academic difficulties. Students in the Transfer group were transferring to L&S primarily because of change of interest in and dislike for engineering. Withdrawal students gave somewhat more concrete reasons for their choice of engineering, i.e., they had an interest in the field, had been electricians or had had some engineering training in the armed services. Transfer students more often were indefinite as to the reason for their choice, ie., engineering was one of several fields in which they were interested, they were uninformed about the field, they chose it because a relative was in the field, or for reasons of security or financial reward. The students who withdrew most frequently gave academic difficulties or financial reasons as the dhief factor influencing their action. The students who transferred generally stated that their interest had changed, they disliked engineering, or felt they were not suited to continue in the field.

Students who withdrew had discussed their decision to withdraw with parents friends, faculty members, other engineering students, or the staff of the counseling Center. This was also true for the students who transferred.

In answer to the question, "Do you feel mentally and emotionally able to remain in college at this time?", 2/3 of the Withdrawal students said yes, while all but one of the transfer students answered in the affirmative. One-half of the Withdrawal students felt inadequately prepared for studies in a college engineering program, while 6/7ths of the transfer students felt adequately or reasonably well prepared. Two-thirds of the Withdrawal group expect to continue college work at someother time, and generally expect to return to the University of Wisconsin at Madison. Most of the students in both groups felt that the change they are making, ie., transferring or withdrawing from the College of Engineering was a wise and realistic approach to their goals.

Students were asked whether there was anything the high school might have done for them so that they would not be making a change at this time. Two-thirds of the Withdrawals answered no, as did half of the Transfers. However, students who did feel their high schools were deficient, stated that they would have liked to have received better math preparation, and more and better counseling and vocational information in high school. Generally, students in both groups were satisfied with the University program. Several students in the transfer group would have preferred more electives, or a more general program. A few freshmen in both groups felt that better student instructors would be helpful.

In summary, students in the Withdrawal group had less ability, than the students in the Transfer group with the difference at a minimum in the verbal

area and at a maximum in the quantitative area. The students in the Withdrawal group generally reported more financial and academic difficulties than those in the transfer group. They were more self-punitive, i.e., more likely to blame themselves for their lack of success and to feel they had not studied enough. They were older and had dependents. They felt less adequately prepared for the College of Engineering than did the transfer students.

A detailed summary of the questionnaires, and a copy of the questionnaire are attached.

SUMMARY OF QUESTIONNAIRE

	Withdrawals		Transfers
Number of students who ret'd questionnaires.	18		35
Age			
	17	0	4
	18	6	24
	19	2	4
	20	2	2
	21	1	-
	22	3	1
	23	2	-
	24	2	-
Median	20		18.1
Field in Engineering.			
ChE	2		7
CiE	0		7
EE	10		8
ME	5		12
MetE	1		1
Residence:			
University dormitory	2		15
Fraternity house	1	(not member)	-
Parent's home	8		9
Rooming house	4		15
Private family	1		1
Private dormitory	0		3
Own apartment or home	2		2
Marital Status			
Married	3		-
Single	15		35
Children			
Yes	3		-
No	15		35
Year of Graduation:			
1951	1		-
1952	1		-
1953	3		-
1954	2		1
1955	1		-
1956	2		2
1957	2		1
1958	6		31

	Withdrawals	Transfers
What student has done since graduation:		
School	4	5
Work	9	2
Military service	7	2
Work in summer	2	18
No answer	2	12
Subject liked best in high school:		
Math	12	21
Science	6	15
Drawing	2	3
English	2	6
Shop	1	-
Social studies	1	5
ME 32	1	-
Chemistry	-	6
Art	-	1
Ag courses	-	1
Speech	-	1
All	-	2
No answer	1	1
Subject liked least in high School:		
English	8	13
History	3	2
Chemistry	1	5
Social Studies	2	1
Math	1	4
Speech	1	1
Science	1	-
ME	1	-
Shop	0	5
Language	-	3
Biology	-	2
Drawing	-	3
Economics	-	2
N one	1	-
No answer	2	2
Years of high school work in English		
$4\frac{1}{2}$ or more	-	1
4 years	13	27
$3\frac{1}{2}$	-	-
3	3	6
2	1	-
No answer	0	1

	Withdrawals	Transfers
Years of high school work in chemistry		
1 year	10	28
½	1	1
None	6	5
No answer	1	1
Years of high school work in drawing		
3 years	-	2
2½	1	5
1½	-	1
1	4	4
½	2	-
None	10	22
No answer	1	1
Years of high school work in physics		
1	11	30
½	1	2
None	5	2
No answer	1	1
Years of high school work in Math:		
More than 4 years	1	1
4 years	2	19
3½ years	1	3
3	7	9
2½	1	1
2	6	1
No answer	0	1
Years of high school work in Social Studies		
4 years	2	7
3	3	8
2½	-	1
2	4	8
1	6	7
None	2	2
No answer	0	3
Participation in extra-curricular activities		
Sports	15	19
Clubs	4	16
Journalism	1	9
Speech	1	6
Dramatics	2	4
Student government	2	6
Band or chorus	2	11
Leadership	-	4
None	1	-
No answer	3	2

	Withdrawals	Transfers
Do you have a scholarship?		
Yes	3	12
No	15	23
If so, what kind?		
Tuition	1	4
Rehabilitation aid	1	
GI Bill	1	
Industrial firm	0	1
Knapp	-	2
Frosh honor	-	2
Elk's Club	-	2
Men's Club	-	1
High School Sponsored	-	1 (One boy held two scholarships)
Did you receive any recognition in high school for superior achievement?		
Yes	8	22
No	6	12
No answer	4	1
What kind?		
Scholastic	4	20
Leadership	1	6
Citizenship	1	-
Speech	1	2
Journalism	-	3
Sports	-	2
Band	-	1
Military	-	1
Art	-	1
No answer	-	3
6 weeks grades where given		
Chem 2a A	0	2
B C	2	1
C	1	3
D	4	4
F	4	1
English 1a	-	-
A	1	2
B	2	11
C	1	2
D	2	1
F		

		Withdrawals	Transfers
Drawing 12	A	0	1
	B	1	3
	C	4	6
	D	1	3
	F	3	2
Math 1, 51, and 52			
	A	-	2
	B	2	[illegible]
	C	3	
	D	3	1
	F	3	-
Are you satisfied with your scholastic record?			
Yes		1	7
No		11	22
No answer		6	6
If not, why not?			
Grades too low		2	7
Can do better		6	8
Room for improvement		1	-
Should have studied more		1	-
Expected better grade in one course			1
Should have had beeter math. instructor			1
Should study more efficiently			1
Did not have experience taking exams such as finals			1
How many hours a week do you study?			
No answer		3	7
5-9 hours		-	1
10-14		2	5
15-19		3	3
20-24		3	8
25-29		2	6
30-34		3	4
35-39		-	-
40-44		1	-
More than 45		1	1
Do you feel this is sufficient?			
Yes		6	16
No		8	12
No answer		3	1
?		-	1
Are you supporting yourself			
Completely		10	4
Paritally		3	11
Not at all		2	4
Work only summers		3	15
No answer		-	1

	Withdrawals	Transfers

What sort of work are you doing currently?

Withdrawals: Electrical worker (3); waiter (1); machine shop worker (1); service station attendant (1); bar tender (1); construction worker (1).

Transfers: Housework (1); Greenhouse work (1); Odd jobs (1); shoe store(1); Lab. technician (1); Organ demonstrator (1); Manual labor (1) Delivery man (1).

How many hours per week do you work?

5-9	1	1
10-14	0	2
15-19	1	3
20-24	2	-
25-29	1	-
40 or more	1	2

Are financial difficulties influencing your decision? to leave engineering?

Yes	7	4
No	11	31

How?

Withdrawals: Cannot support wife and continue in school (2), Too large a family to support (1); parents both deceased (1); GI bill payments not sufficient (1)

Transfers: Cannot work and carry full credit load (1); Cannot continue without money (1)

Father's occupation:

Salesman	1	4
Trade	3	2
Deceased	2	1
Retired	3	1
Farmer	3	4
Teacher	0	2
Business mgt.	1	-
Own business	1	1
Laborer	1	-
Business consultant	1	-
Executive	0	2
Factory worker	1	2
Military	1	
City worker	1	
Minister	1	
Management	-	7
Engineer	-	2
Maintenance	-	1
Office worker	-	1
Merchant	-	1
Contractor	-	1
Unemployed	-	1
None	-	1
No answer	-	1

	Withdrawals	Transfers
Mother's occupation		
Housewife	8	26
Deceased	2	2
Nurse	0	
Domestic helper	1	1
Secretary	1	0
Factory worker	2	-
Grocer	1	1
No answer	3	
Who else in your family has gone to college?		
Father	3	10
Mother	1	10
Sister	3	6
Brother	1	5
Aunt	0	3
Uncle	0	2
No one	10	10
Plans regarding military service:		
Have completed	7	2
6 months reserve plan	2	-
Will go into air force for 4 years	1	2
Will go into reserves	1	
Will join 1 branch of service	1	-
ROTC	0	4
Undecided	1	4
Wait for draft	0	2
No answer	0	4
Enlist after grad.	-	4
Navy commission after grad	-	1
Avoid	-	2
Degree in Naval Sci.	-	1
Go 6 months after college	-	1
None	5	8
Are you leaving the University?		
Yes	14	2
No	1	32
Temporarily	3	-
No answer	0	1

	Withdrawals	Transfers
To do what?		
Work	9	1
Military	2	
Earn money	2	
Rest	1	
Study electronics	1	
Re-enter next semester	1	
School	0	3
Get married	1	
No answer	1	27
Why?		
Lack of money	7	2
Academic difficulties	7	1
Poor study habits	5	-
Personal problems	3	1
No answer	4	28
Family problems	2	1
Lack of interest	2	
Poor eyesight	1	
Better suited to another field	1	
Don't want to continue	1	
Health	1	

Are you transferring to another school?

Yes	2	35
No	14	-
?	1	-
No answer	1	-
Where?		
State college	-	1
Sch. of Agr.	-	4
U. Extension	1	2
Commerce	1	4
L & S	1	17
ILS	-	2
Undecided	1	0
Business Education		1
UW at Milwaukee		1
AMP		1
No answer		2
Why?		
Change of interest	3	13
Disliked Engineering		11
Want broader field		9
Academic difficulties		4

	Withdrawals	Transfers
Why? (con't)		
Less expensive		2
Had wrong idea about Engineering		2
Don't like courses		1
Want to work with people		1
Other aptitudes		1
Want more Math. & Physics		1
What made you originally decide to enter the College of Engineering?		
Interest	4	
Like Engineering	4	3
No special reason	2	
To find out if it was what I wanted	2	
Had been electrician (entered E.E.)	2	
Desired to be Engineer	2	
Had some Engineering training in the service	2	
Security		5
Liked Math,, Science		9
Financial reward		5
Uninformed interest		4
Undecided between two fields and E. credits were transferable		2
Aptitude tests indicated it was my field		2
Wanted to be Patent or Corp. Lawyer		2
Thought I wuld get more arch. in it		1
Couldn't think of anything else		1
Advice of friends		1
Interested in electronics		1
Father's occupation		2
Brother's occupation		1
Quick decision - Didn't know what I wanted		-
Thought I was prepared for it.		1

	Withdrawals	Transfers
What has made you decide to leave engineering?		
Financial reasons	5	-
Did not enjoy it,	4	-
Am getting married	3	
Health	2	
Lack of aecademic preparation		
Poor study habits	1	
Do not want to be engineerl		
Too much theory, not enough technical application		
Found out what it is like	1	
Lack of interest		
Am not suited for it	1	4
Curriculum too specific inlone field	-	4
Dislike	-	6
Dislike engineering courses		5
Change of interest	-	6
More math and physics in AMP course	-	4
Not leaving, going to a different college	-	2
Low grades because of lack of interest		1
Will go into father's business		1
Want to do work on small scale in Chem. not on large scale as Chem Engr. does		1
Dislike of dedicated engineering students and certain engr. instructors		1

Have you talked with anyone about your decision to change college plans?

Yes	14	34
No	2	1
No answer	2	-
With whom?		
Parents	11	28
Friend	6	23
Faculty member	5	20
Engineering student	5	12
Counseling Center	4	
Wife	2	
Dean Shiels	1	1
Housefellow	1	1
Relatives	1	1
Priest	-	1
New Advisor	-	1
Brother	-	1

	Withdrawals	Transfers
Do you feel mentally and emotionally able to remain in college at this time?		
Yes	11	34
No	7	-
No answer	-	1
Do you feel(adequately, reasonably well, inadequately) prepared for studies in the college of Engineering program?		
adequately	4	14
reasonably well	5	15
inadequately	9	5
Do you feel that you are (adequately, reasonably well, inadequately) prepared for course work in some other university program?		
adequately	4	25
inadequately	2	-
reasonably well	10	10
No answer	1	
?	1	
Do you expect to continue college work at some other time?		
Yes	12	13
No	1	1
?, Maybe	4	1
Not for awhile	1	-
No answer	-	19
Am continuing	-	1
What plans have you made toward this?		
None	7	25
No answer	2	1
Will return later	3	
Will return when I have enough money	3	
Entering school of Agric.	2	1
Extension	1	1
Planning to get better math preparation	1	
Am in L & S	-	3
Night classes at UW-M	-	1
Will transfer to out-of state U	-	1
Will get degree in law	-	1
Do you expect to return to		
University of Wis.-Madison	11	16
University of Wis.-Milwaukee	-	-
State College	1	1
Technical school		1
Extension	1	
None	1	
?	1	
Out of state U.	-	
No answer	-	17

	Withdrawals	Transfers
Do you feel that the change w hich you are now making is a wise and realistic approach to your goals in life?		
Yes	14	22
No	1	-
?	1	2
Hope so	-	1
No answer	2	-
How will your new activity lead you to the things which you want out of life?		
Can go into field I like	2	12
Will take high courses to get better preparation	2	-
Will spend more time studying if I'm not working part time	2	
Can get good car, which is all I want at the moment	1	
Will be better prepared	1	
Can return borrowed money	1	
Cn earn money I need	1	
Will re-enter school and become and engineer	1	
Satisfying interests	1	
No answer	3	9
L & S background will allow me to go into field I want		6
If I stayed in engineering another semester I would have to leave college		1
I want to go into sales work		1
Will not have to borrow money to continue		2
Am suited to my new field		1
Will get broader education & be judged on personal merits rather than on the reputation of the Engineering College		1
More intensive study of one subject		1
Is there anything your high school could have done for you so that you would not be making a change at this time?		
Yes	6	14
No	11	18
No answer	1	2
Better math preparation	3	
Better counseling	2	2
It was my fault	1	
Could have helped me get a scholarship	1	
Should have had wider scope courses	1	
Vocational information		3
Better math & chem lab.	-	2
More guidance information		2
More math & drawing		2
Higher standards and harder courses		1
Courses in industrial arts		1
Have unbiased opinion toward U.W. College of Engr. when giving high school talks		1

	Withdrawals	Transfers
Are there some things about the University which, if improved, might have changed your mind about leaving engineering?		
Yes	3	8
No	13	14
No answer	2	3
What are these things?		
Better student instructors	1	1
First year electronics course to keep up interest	1	
Give education in one field instead of many gen'l courses	1	
More electives	-	1
Liberalize course to allow law-engineering within the College of Engr.		1
Consistency in quality of instruction		1
Better method of teaching drawing to those who never had any		1
Better math instructors		1
ME should not require chemistry		1
Make it 5 yr program with lighter credit load		1
Would not be able to complete req'd courses		1
Could the rules or functions of the University be changed in any way to serve your needs and interests (and those of other students) better? Explain:		
Yes	2	5
No	15	24
Not sure	2	1
No answer	-	4
OK	-	1
Always room for improvement	1	
Make students aware of the improtance of good prep.	1	
Outl ine curriculum and possible courses		1
Omit RoTC, Frosh Lectures, drawing		1
Dean Shiels does not take enough interest in the particular student, especially one thinking of leaving engineering		1
Engineering program is too restricted and specialized		1
Eliminate role taking		1
Have summer program to show students what those in a certain profession do and the courses they must take.		1

Engineering Education Research
Engineering Experiment Station

Section I

College of Engineering
University of Wisconsin

Date _____

The Department of Engineering Education Research is interested in finding out why students of engineering leave school or transfer to a different college. Please complete this questionnaire before your withdrawal from the College of Engineering becomes final. If you have any questions concerning this form, you may inquire at Room 18, T-24.

If you wish to add any comments, please use the back of this form.

Name_____ Age_____

Field in Engineering: (circle one) ChE ME CiE MetE EE MinE

Madison Address_____ Phone_____

Do you live: University dormitory, fraternity house, with relatives, in your parent's home, rooming house, with private family, private dormitory, own apartment or home? (circle one)

Are you married?_____ Do you have any children?_____

Home Address_____ City_____

* * * * * *

Name of high school attended_____ City_____

When did you graduate?_____ What have you done since graduation?

Which subject(s) did you like best?_____ least?_____

How many years of work did you have in high school in:

English_____ Mathematics_____
Chemistry_____ Physics_____
Drawing_____ Social Studies_____

In what extracurricular activities did you take part?

Do you have a scholarship?_____ What kind?_____

Did you receive any recognition in high school for superior achievement? Explain.

* * * * * *

Indicate course number and grades (if available) for the subjects in which you are currently enrolled.

Course	Number	Grades Received: Semester or Six-Weeks (circle one)
Chemistry	_____	_____
English	_____	_____
Drawing	_____	_____
Mathematics	_____	_____
_____	_____	_____
_____	_____	_____

Are you satisfied with this record?_____ If not, why?

How many hours a week do you study?_____ Do you feel this is sufficient?_____

Are you supporting yourself: completely, partially, not at all, or working

If you have any questions concerning this form, you may inquire at Room 18, T-24.

If you wish to add any comments, please use the back of this form.

Name_____ Age_____ Field in Engineering: (circle one) ChE ME CiE MetE EE MinE

Madison Address_____ Phone_____

Do you live: University dormitory, fraternity house, with relatives, in your parent's home, rooming house, with private family, private dormitory, own apartment or home? (circle one)

Are you married?_____ Do you have any children?_____

Home Address_____ City_____

* * * * * *

Name of high school attended_____ City_____

When did you graduate?_____ What have you done since graduation?

Which subject(s) did you like best?_____ least?_____

How many years of work did you have in high school in:

English_____ Mathematics_____
Chemistry_____ Physics_____
Drawing_____ Social Studies_____

In what extracurricular activities did you take part?

Do you have a scholarship?_____ What kind?_____

Did you receive any recognition in high school for superior achievement? Explain.

* * * * * *

Indicate course number and grades (if available) for the subjects in which you are currently enrolled.

Course	Number	Grades Received: Semester or Six-Weeks (circle one)
Chemistry	_____	_____
English	_____	_____
Drawing	_____	_____
Mathematics	_____	_____
_____	_____	_____
_____	_____	_____

Are you satisfied with this record?_____ If not, why?

How many hours a week do you study?_____ Do you feel this is sufficient?_____

Are you supporting yourself: completely, partially, not at all, or working summers only? (circle one) If you are employed at the present time, what sort of work are you doing?_____ Hours per week?_____

Are financial difficulties influencing your decisions about leaving engineering?_____ Please explain.

What is your father's occupation?_____ mother's?_____

Who else in your family has gone to college?_____

What are your current plans regarding military service?

Section 2

Section I

1. Are you leaving the University?_____ To do what?_____
   Why? (circle one or more) Lack of money, Academic difficulties, Family problems, Personal problems, Poor study habits, Health, Other_____ Explain:

2. Are you transferring to another college?_____ Which one?_____
   Why? (circle one) Change of interest, Academic difficulties, Dislike engineering, Want broader field of study, Other_____
   Explain:

3. What made you originally decide to enter the College of Engineering?

4. What has made you decide to leave engineering?

5. Have you talked with anyone about your decision to change your college plans?_____ With whom? (circle one or more) Parents, Friend, Faculty member, Engineering student, Counseling Center, Other_____

6. Do you feel mentally and emotionally able to remain in college at this time?_____

7. Do you feel (adequately, reasonably well, inadequately) prepared for studies in a college engineering program? (circle one)

8. Do you feel that you are (adequately, reasonably well, inadequately) prepared for course work in some other university program? (circle one)

9. Do you expect to continue college work at some other time?_____ What plans toward this have you made?

10. Do you expect to return to (circle one) University of Wisconsin-Madison, University of Wisconsin-Milwaukee, State College, Technical School, Other_____?

11. Do you feel that the change which you are now making is a wise and realistic approach to your goals in life?_____ How will your new activity lead you to the things which you want out of life?

12. Is there anything your high school could have done for you so that you would not be making a change at this time?

13. Are there some things about the University which, if improved, might have changed your mind about leaving engineering?_____ What are these things?

14. Could the rules or functions of the University be changed in any way to serve

Why? (circle one) Change of interest, Academic difficulties, Dislike engineering, Want broader field of study, Other_____
Explain:

3. What made you originally decide to enter the College of Engineering?

4. What has made you decide to leave engineering?

5. Have you talked with anyone about your decision to change your college plans?_____ With whom? (circle one or more) Parents, Friend, Faculty member, Engineering student, Counseling Center, Other_____

6. Do you feel mentally and emotionally able to remain in college at this time?_____

7. Do you feel (adequately, reasonably well, inadequately) prepared for studies in a college engineering program? (circle one)

8. Do you feel that you are (adequately, reasonably well, inadequately) prepared for course work in some other university program? (circle one)

9. Do you expect to continue college work at some other time?_____ What plans toward this have you made?

10. Do you expect to return to (circle one) University of Wisconsin-Madison, University of Wisconsin-Milwaukee, State College, Technical School, Other_____?

11. Do you feel that the change which you are now making is a wise and realistic approach to your goals in life?_____ How will your new activity lead you to the things which you want out of life?

12. Is there anything your high school could have done for you so that you would not be making a change at this time?

13. Are there some things about the University which, if improved, might have changed your mind about leaving engineering?_____ What are these things?

14. Could the rules or functions of the University be changed in any way to serve your needs and interests (and those of other students) better?_____
Explain:

Section 2